# Media Literacy in Practice in Spain and Portugal

Wednesday Webinars on Digital & Media Literacy in Europe - 16/11/2022

Vitor Tomé – vitor@rvj.pt
(Iberian Digital Media Research and Fact-checking hub– IBERIFIER)

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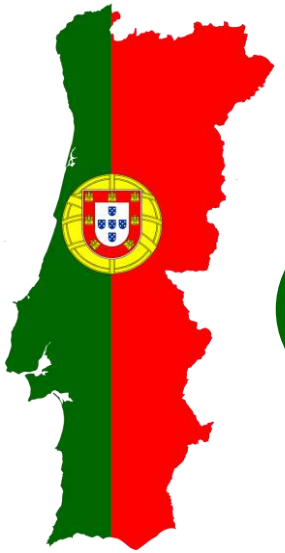
2. TRAINING

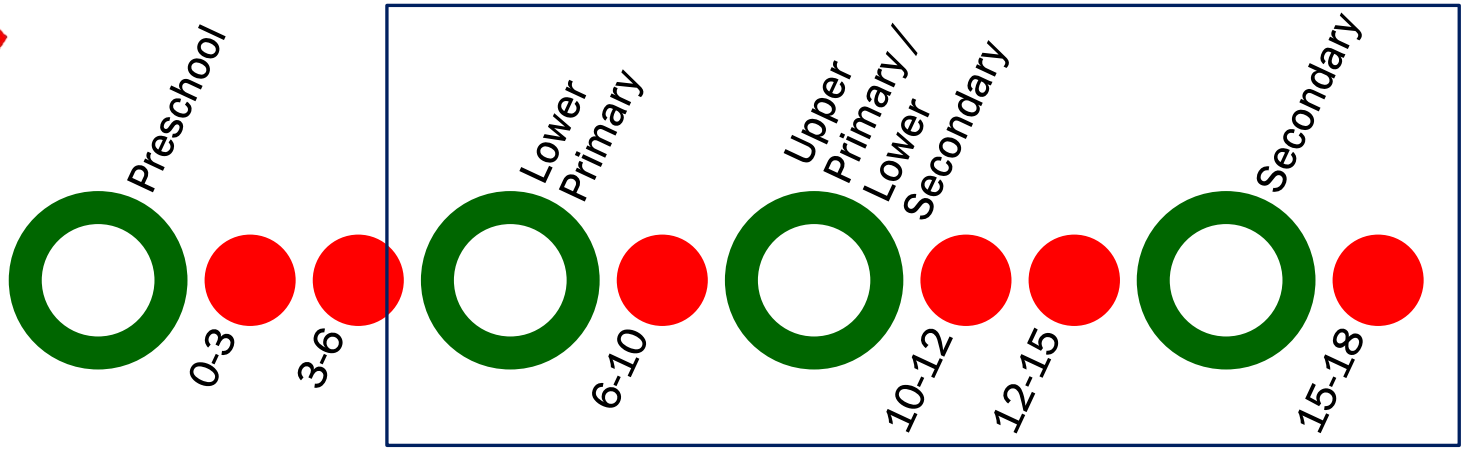
3. PRACTICES

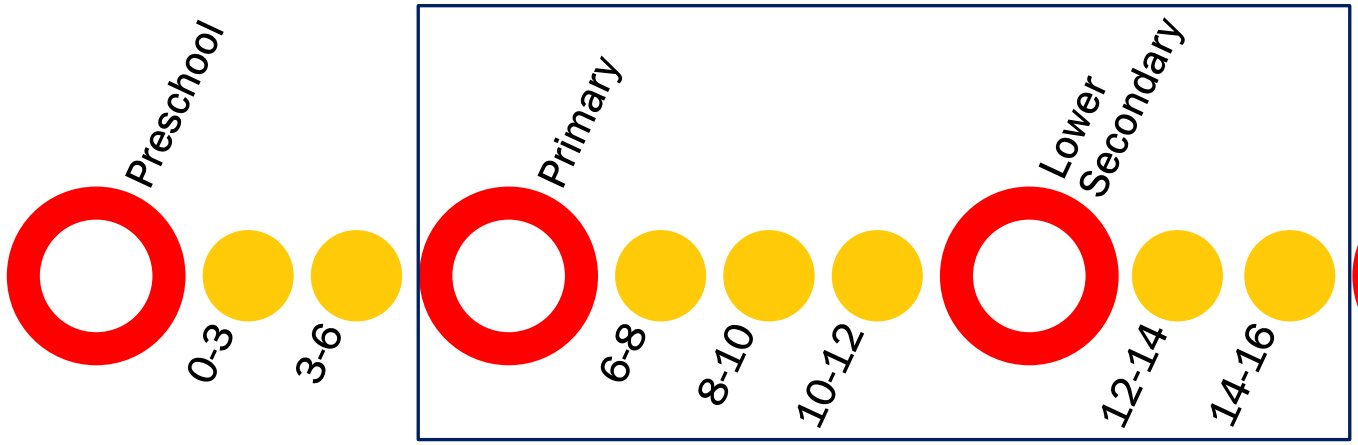
# 1. Curriculum

MAIN DOCUMENTS

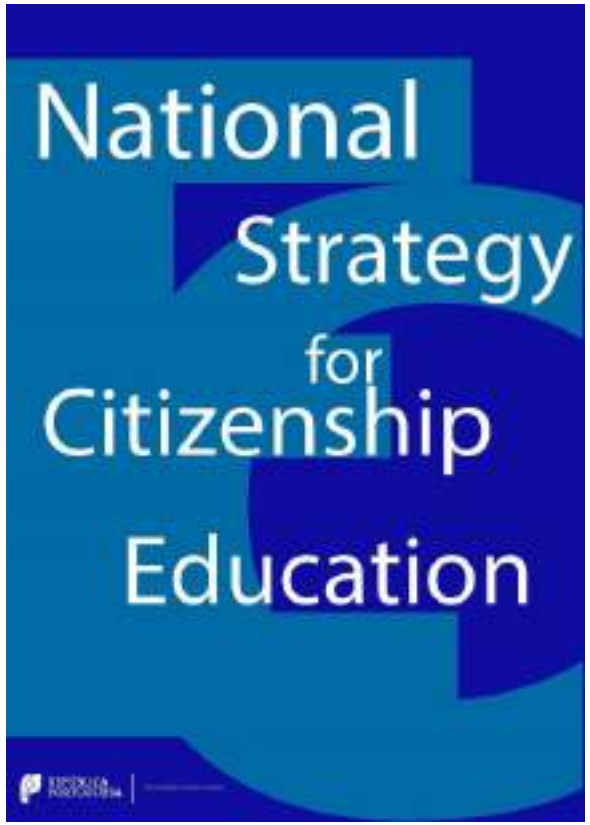
# Education systems structure





# Portugal - Curriculum




**Decreto-Lei n.º 55/2018**

**de 6 de julho**

O programa do XXI Governo Constitucional assum
como prioridade a concretização de uma política educativ
centrada nas pessoas que garanta a igualdade de acesso
escola pública, promovendo o sucesso educativo e, p
essa via, a igualdade de oportunidades.

A concretização destes propósitos, já inscritos na Lei d
Bases do Sistema Educativo, aprovada pela Lei n.º 46/8
de 14 de outubro, na sua redação atual, tem vindo a ser g
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estão, ainda, plenamente atingidos, na medida em que ne
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Nesta incerteza quanto ao futuro, onde se vislumbra um
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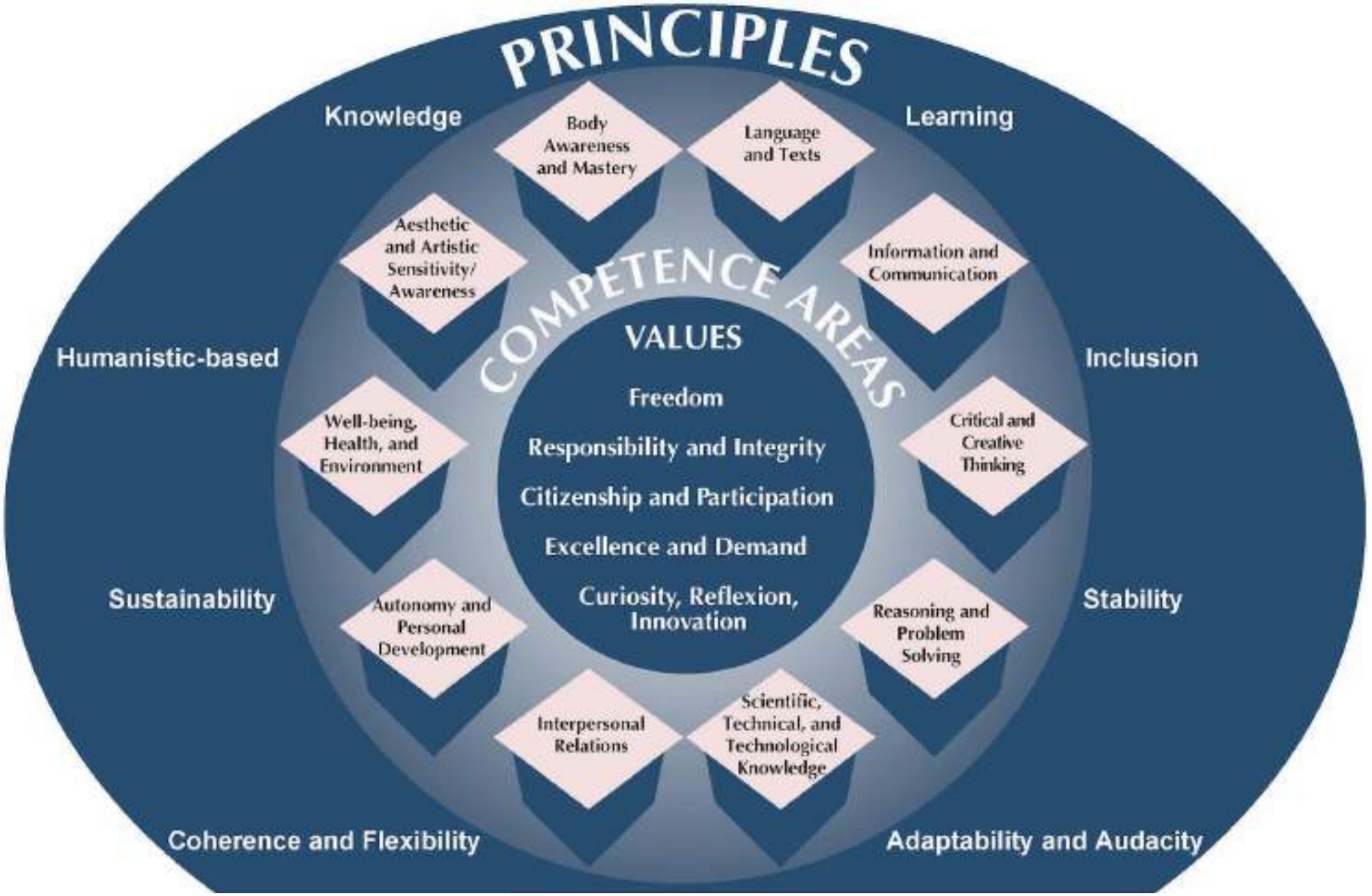
que lhes permitam questionar os saberes estabelecido
integrar conhecimentos emergentes, comunicar eficie
emente e resolver problemas complexos.

Impulsionados por tais desafios e correspondendo a es

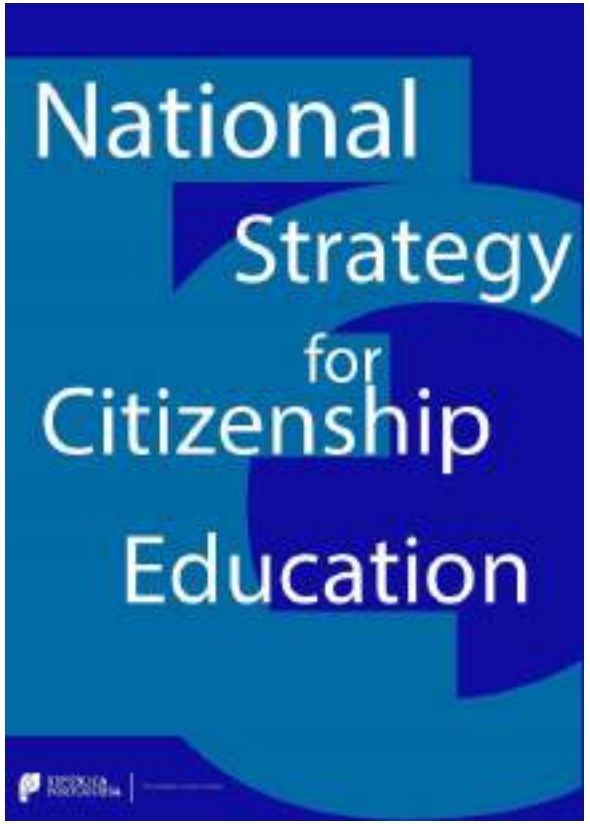
# Portugal - Curriculum

Reference document (**2017**) that guides decision-making in curriculum organization and management, as well as "the definition of strategies, methodologies and pedagogical-didactic procedures to be used in teaching practice"

At the end of compulsory education, young people should be able to master "multiple literacies so that he can critically analyse and question reality, evaluate and select information", to be someone who continuously learns and exercises his/her "social intervention"


PRINCIPLES
Knowledge
Learning
Humanistic-based
Inclusion
Sustainability
Stability
Coherence and Flexibility
Adaptability and Audacity
COMPETENCE AREAS
Body Awareness and Mastery
Language and Texts
Aesthetic and Artistic Sensitivity/ Awareness
Information and Communication
Well-being, Health, and Environment
Critical and Creative Thinking
Autonomy and Personal Development
Reasoning and Problem Solving
Interpersonal Relations
Scientific, Technical, and Technological Knowledge
VALUES
Freedom
Responsibility and Integrity
Citizenship and Participation
Excellence and Demand
Curiosity, Reflexion, Innovation

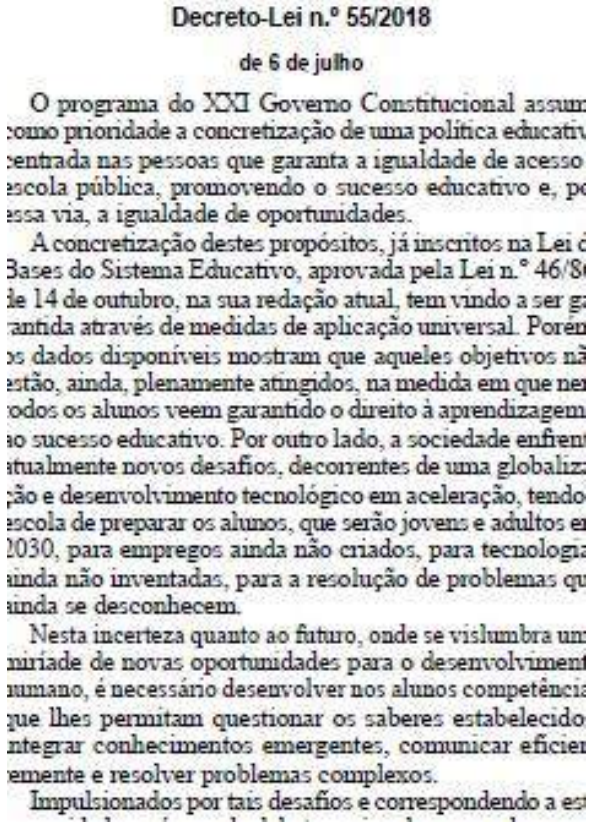
# Portugal - Curriculum




| Group 1 | Group 2 | Group 3 |
|---|---|---|
| • Human Rights<br>• Gender Equality<br>• Interculturality<br>• Sustainable Development<br>• Environmental Education<br>• Health | • Sexuality<br>• Media<br>• Institutions and democratic participation<br>• Financial literacy and consumption education<br>• Road safety | • Entrepreneurship<br>• World of Work<br>• Risk<br>• Security, Defence and Peace<br>• Animal well-being<br>• Volunteering<br>• Other |

Through “Citizenship and Development” (T/S/T or S) + School projects
(Certificate of completion of compulsory education)

# Portugal - Curriculum



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Curriculum for Basic and Secondary education (Decree-Law 55/2018)

+

Legal regime of Inclusive Education (Decree-Law 54/2018)

+

“Essential Learnings for basic education” (2018) + “Essential Learnings for secondary education” (2018)

+

Schools’ Autonomy and Curricular Flexibility Project (2017), which gives schools the possibility of managing up to 25% of the curriculum.

# Spain - Curriculum

BOLETÍN OFICIAL DEL ESTADO

I. DISPOSICIONES GENERALES

JEFATURA DEL ESTADO

LEGISLACIÓN CONSOLIDADA

Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria.

ÍNDICE

LEGISLACIÓN CONSOLIDADA

Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.

ÍNDICE

# Spain – New education law (2020)

BOLETÍN OFICIAL DEL ESTADO

I. DISPOSICIONES GENERALES

JEFATURA DEL ESTADO

PREÁMBULO

Curriculum based in competences (New teaching and learning strategies)

+

“Civic and Ethical Values Education” (Educación en Valores Cívicos y Éticos) on Primary and Lower Secondary (new subjet; one year only in each Cycle)

+

Mandatory daily moment to approach audiovisual communication and digital competence (among others)

+

Establishes basic common basic learnings for all regions (50% for most regions and 60% for those who have a second official language )

# Spain – key competences

- Competencia en comunicación lingüística
- Competencia plurilingüe
- Competencia matemática y competencia en ciencia, tecnología e ingeniería
- Competencia digital
- Competencia personal, social y de aprender a aprender
- Competencia ciudadana
- Competencia emprendedora
- Competencia en conciencia y expresión culturales

# Spain - Decree-law Primary (2022)

BOE

LEGISLACIÓN CONSOLIDADA

Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria

ÍNDICE

Student's Profile by the end of Basic Education (*Perfil de salida del alumnado al término de la enseñanza básica*, 2022)

- Key competences (+ descriptors)
- Specific competences, assessment criteria and basic learnings (by area)
- Learning situations (mobilize and develop key and specific competences)

Digital competence (includes ML – *Alfabetización mediática*)

- Tranversal (included in assessment + *Tecnología y digitalización*)
- "It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including digital well-being and cybersecurity skills), digital citizenship issues, privacy, intellectual property, problem solving, computational and critical thinking" (p. 22)

# Spain - Decree-law Secondary (2022)

LEGISLACIÓN CONSOLIDADA

Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.

INDICE

Digital competence (includes ML – Alfabetización mediática)

- Tranversal (included in assessment + *Tecnología y digitalización* updated)

Example of basic learning - Communication in Castilian language - Media and information literacy (p. 196):

- Strategies for searching and selecting reliable, relevant and quality information.
- Basic aspects of intellectual property.
- Risks and consequences of manipulation and disinformation.
- Strategies for organising information: notes, diagrams, concept maps, summaries, etc.
- Information technologies. Devices, computer applications and digital platforms for searching information.

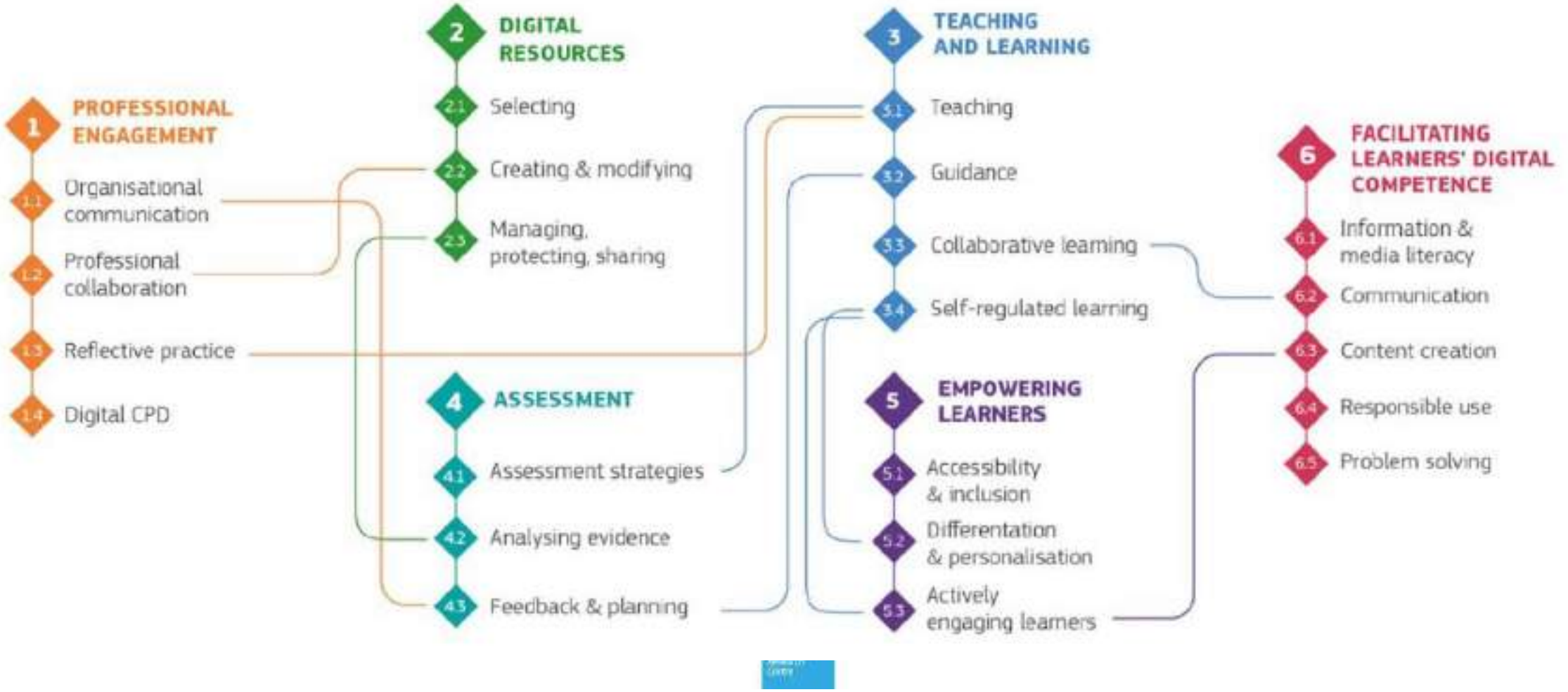
# 2. Training

PROFESSIONAL DEVELOPMENT – A COMMON STRATEGY

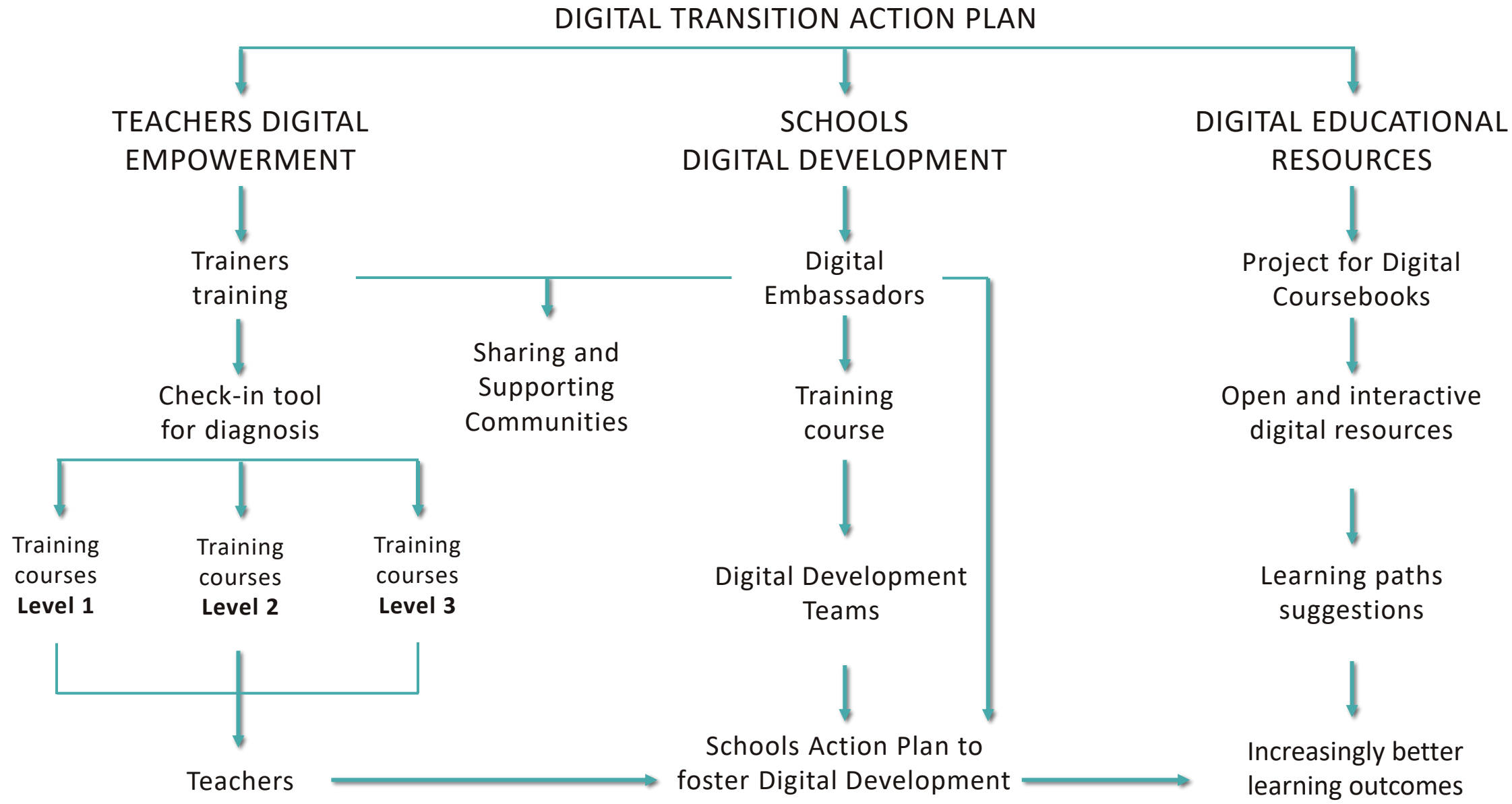
**Educators'** professional competences

**Educators'** pedagogic competences

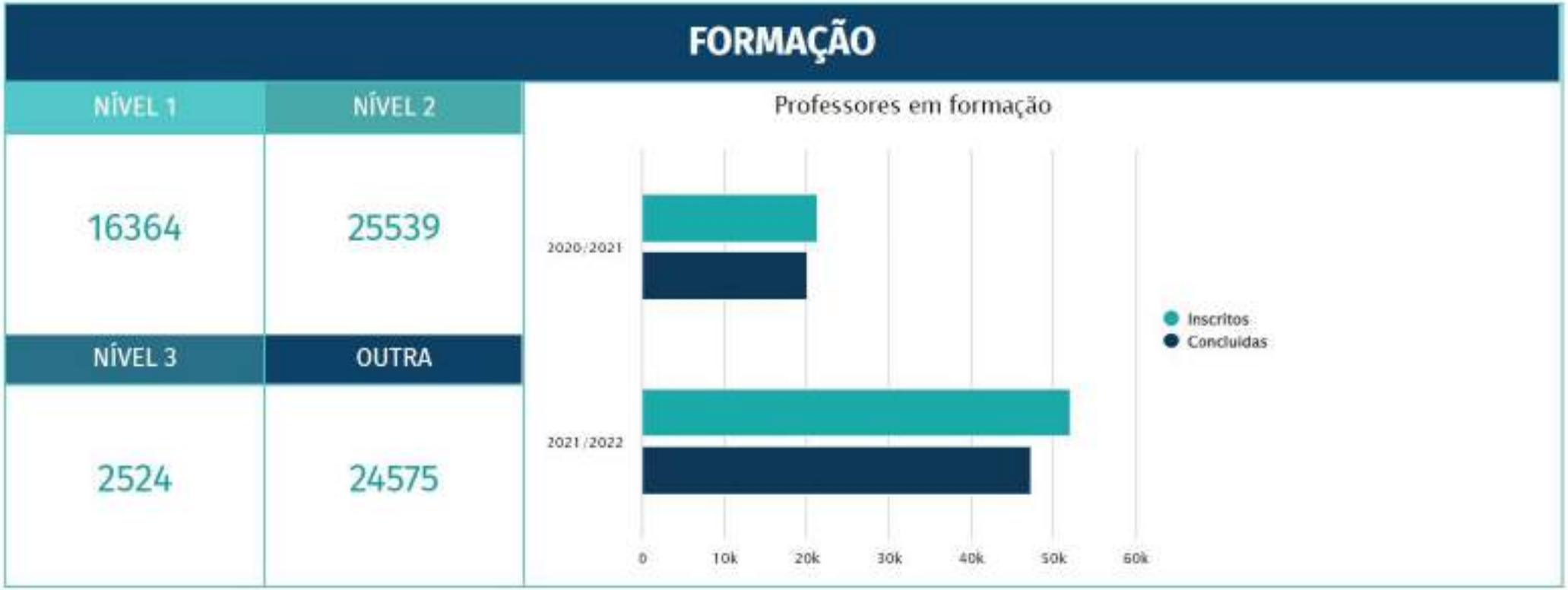
**Learners'** competences



# SCHOOLS DIGITAL EMPOWERMENT – PORTUGAL (António Silva, 2021)



# Portugal – training (results)




Source: MoE. Note: Total number of teachers in Portugal = 150.127 (2021)

# Portugal - specific training offers

**Directorate-General for Education**

- "Disinformation: context, problems and actions. The role of schools in preventing this phenomenon" (25h online – certified by CCPFC)

**Media Literacy and Journalism Association**

- Media Literacy and Journalim: pedagogical practices with media and about media (40h, certified by CCPFC)

**ISCTE-University Institute of Lisbon**

- Fact-checking, disinformation and information (Post-graduation, two semesters)

**Lusófona University of Porto**

- Master in Media and Information Literacy and Digital Citizenship (two years, four semesters)

# Spain – CPD

Marco de Referencia de la Competencia Digital Docente (MRCDD)

BOLETÍN OFICIAL DEL ESTADO
Núm. 118 Lunes 16 de mayo de 2022 Sec. III. Pág. 67979

III. OTRAS DISPOSICIONES

MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

8042 *Resolución de 4 de mayo de 2022, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el Acuerdo de la Conferencia Sectorial de Educación, sobre la actualización del marco de referencia de la competencia digital docente.*

La Ley 40/2015, de 1 de octubre, de Régimen Jurídico del Sector Público, regula el funcionamiento de las Conferencias Sectoriales como órganos de cooperación entre la Administración General del Estado y los gobiernos de las Comunidades Autónomas en el ámbito sectorial que corresponda por razón de la materia.

La Conferencia Sectorial de Educación, cuya presidencia corresponde a la Ministra de Educación y Formación Profesional y de la que forman parte los Consejeros con competencias en materia de enseñanza no universitaria de los gobiernos de las Comunidades Autónomas, en su reunión del 30 de marzo de 2022, adoptó el Acuerdo de adoptar el marco de referencia de la competencia digital docente aprobado el 14 de mayo de 2020 para adecuarlo a la evolución de las tecnologías digitales y a su uso educativo.

La citada Ley 40/2015, de 1 de octubre, dispone en su artículo 151.2.a), que las decisiones que adopte la Conferencia Sectorial podrán revestir la forma de Acuerdos, que «son de obligado cumplimiento y directamente exigibles de acuerdo con lo previsto en la Ley 29/1998, de 13 de julio, reguladora de la Jurisdicción Contencioso-Administrativa, salvo para quienes hayan votado en contra mientras no decidan expresamente con posterioridad».

A su vez, el artículo 7 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación, establece que «las Administraciones educativas podrán concertar el establecimiento de criterios y objetivos comunes con el fin de mejorar la calidad del sistema educativo y garantizar la equidad. La Conferencia de Educación promoverá este tipo de acuerdos y será informada de todos los que se adopten».

Por todo ello y para general conocimiento, se dispone la publicación del citado Acuerdo sobre la actualización del marco de referencia de la competencia digital docente, recogido en el anexo a la presente Resolución, quedando sin efecto el que se publicó mediante resolución de 2 de julio de 2020, de la Dirección General de Evaluación y Cooperación Territorial en BOE de 13 de julio, producto del Acuerdo de la Conferencia Sectorial del 14 de mayo.

Madrid, 4 de mayo de 2022.–La Directora General de Evaluación y Cooperación Territorial, María Dolores López Sanz.

ANEXO

**Acuerdo de 30 de marzo de 2022, de la Conferencia Sectorial de Educación sobre la actualización del marco de referencia de la competencia digital docente**

Las tecnologías digitales son actualmente indispensables en los entornos laborales, sociales, económicos, deportivos, artísticos, culturales, científicos y académicos; han pasado a formar parte de nuestras vidas y a transformarlas. En el contexto educativo, hay que contemplar su presencia desde una doble perspectiva. Por una parte, como objeto mismo de aprendizaje, en la medida en la que, junto con la lectoescritura y el cálculo, forman parte de la alfabetización básica de toda la ciudadanía en las etapas educativas obligatorias y de educación de adultos y constituyen un elemento esencial de la capacitación académica y profesional en las enseñanzas postobligatorias. Por otra, los

# Spain – CPD (MRCDD)

# Spain – towards core results

National Digital Competence Plan adopted measures (among other):

1 - Plan for the Digitalisation and Digital Competences of the Education System

- Digital resources for schools
- Teacher training
- Students training
- Infusion of digitalization through School Digital Plan (Plan Digital de Centro)

2 - Inclusion of digital competence and programming skills in compulsory education curricula

3 - Production of Open Educational Resources for teaching with digital media

# Spain - specific training offers

**Professional Development and Technology Institute (INTEF)**

- "Citizenship and Digital Identity" (online, free)

**INTEF in partnership with several partners**

- Menores y seguridad en la red (massive online open course)

**INTEF in partnership with several partners**

- Familias digitales: busca y navega por internet de forma eficiente (massive online open course)

**Universidad Carlos III de Madrid**

- Alfabetización mediática en los centros de secundaria ¿cómo se enseña a los adolescentes a consumir información? (Alfamedeso)

# 3. Practices

FOCUSED ON MEDIA LITERACY & TACKLING DISINFORMATION

# Portugal – ML through public media

LEI DA TELEVISÃO E DOS SERVIÇOS AUDIOVISUAIS A PEDIDO

Television Law (2007)

Article 51

Specific obligations of the concessionaire of the public television service

- f) Design and implement an action plan to promote media literacy, in accessible and adapted formats to people with special needs, including Portuguese sign language and subtitling, in partnership with other relevant actors in this field, including the production and dissemination of content on this matter;

# Agência Lusa

National News Agency

Site dedicated to tackle disinformation

MOOC

Games

Other resources

# Público na Escola

Daily Newspaper

National Competition of School Newspapers

News stories online

Trainings

Online space for schools

# Spain – ML through media

BOE

LEGISLACIÓN CONSOLIDADA

Ley 13/2022, de 7 de julio, General de Comunicación Audiovisual

ÍNDICE

General Audiovisual Communication Law (2022)

Article 10. Media Literacy

- All media and media organizations shall "take measures for the acquisition and development of media literacy skills in all sectors of society, for citizens of all ages and for all media, and will regularly assess progress made”
- In other to “enable citizens (…) to use the media effectively and safely, to access and critically analyse information, to discern between fact and opinion, to recognise fake news and disinformation processes and to create audiovisual content in a responsible and safe manner”

# Fundación Atresmedia

Prize “Mentes AMI” (*Alfabetización Mediática e Informacional*)

National Encounter

News stories and videos about selected projects

# (In)fórmate

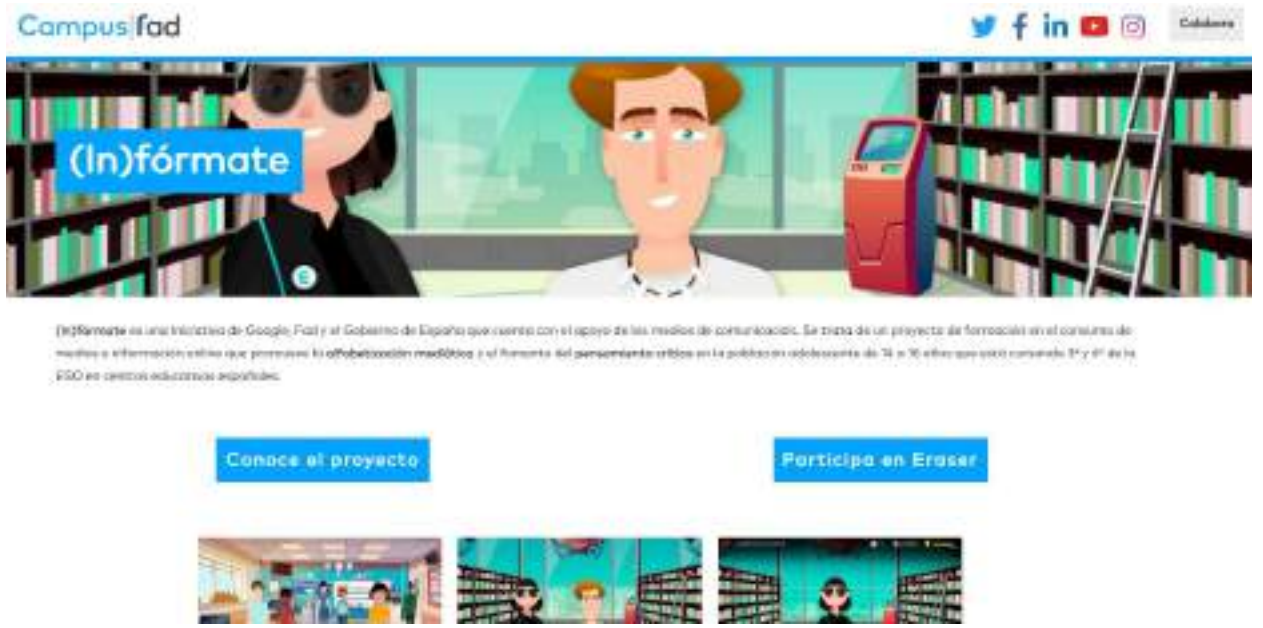
Initiative of Google, Fad and the Government of Spain with the support of mainstream media.

Video based

Resources for Primary

Resources for Secondary (aiming critical thinking)

Resources for teachers



# Maldita

News stories

Helpful information

Resources for teachers

Toolbox (fact-checking - do it yourself)

Events

Academic research

# 3.1 Iberifier

OBJECTIVES AND ACTIVITIES

IBERIFIER is a digital media observatory in Spain and Portugal, funded by the European Commission and linked to the European Digital Media Observatory (EDMO). Coordinated by the University of Navarra, it is made up of twelve universities, five fact-checking organizations and news agencies, and six multidisciplinary research centers.

# Spain and Portugal

Iberian Digital Media Research and Fact-checking hub

# IBERIFIER main activities

- ✓ Research on the characteristics and trends of the Iberian digital media ecosystem.
- ✓ Development of computational technologies for the early detection of misinformation.
- ✓ Verification of misinformation in the Iberian territory.
- ✓ Promotion of media literacy initiatives, aimed at journalists and informants, young people and society as a whole.
- ✓ Preparation of strategic reports on threats of disinformation, both for public knowledge and for the authorities of Spain and Portugal.

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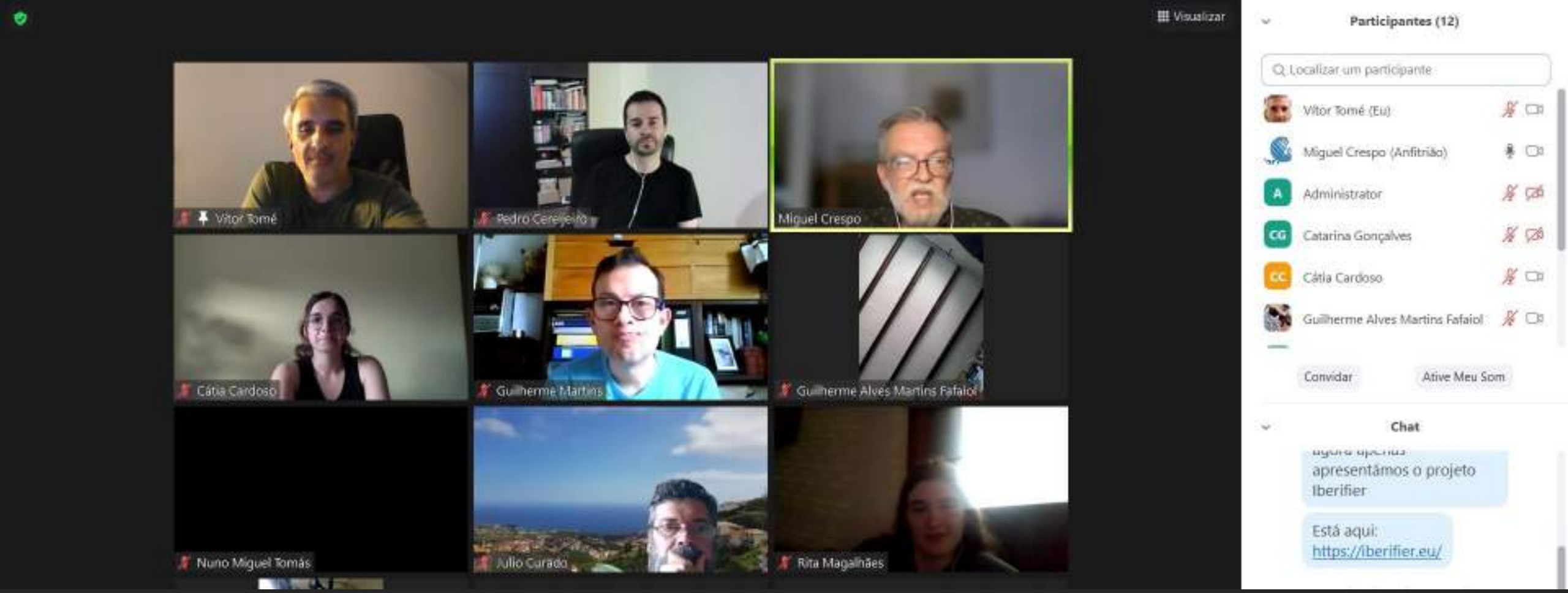
# 2. Educational module

Handbook for trainers / Handbook for learners (PT/ES)




# 2. Training Plan (2022/2024)

Teachers (40h), journalists (90m/4h/8h) and other publics (students in deprived contexts, migrants and refugees, social rehabilitation centres in partnership with MoJ, Social Services)

# 3. Support Media Literacy Projects

Monitoring, participating, visiting schools

# 4. ML Campaings and dissemination

TV shows, conferences, workshops, scientific papers and reports and other articles

# 5. Special numbers of scientific journals

Call for papers will be published in early March 2023

# Thank you!

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